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ABSTRACT

A study examined the effectiveness of the Louisiana State Youth Opportunities Unlimited (LSYOU) program. (LSYOU is an intensive 8-week residential dropout prevention program held at Louisiana State University that provided work experience, academic training, counseling, supportive services, recreation, health care, team support, and training in saving money to disadvantaged high school students who were identified as at risk of dropping out of school.) To assess the effectiveness of LSYOU, the academic achievement, career maturity, and intentions regarding staying in and finishing high school of a treatment and a control group were compared. The treatment group consisted of 94 randomly assigned LSYOU students, and the control group was comprised of 51 Summer Youth Employment students. Various subtests and subscales of the Comprehensive Test of Basic Skills and Career Maturity Inventory were used to collect pre- and posttest data on the two groups. The treatment group demonstrated statistically significant gains over the control group in reading comprehension, mathematics comprehension, and mathematics concepts and applications. In addition, the treatment group showed statistically significant gains with respect to decisiveness, involvement, orientation, and compromise scales. No statistically significant difference between the two groups was evident on the independence scale. Neither of the two programs in which the treatment and control groups participated appear to have exerted a statistically significant impact on students' intentions to remain in and graduate from school. (MN)

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LSYOU
(Louisiana State Youth Opportunites Unlimited)

PROJECT EVALUATION

The LSYOU Project Evaluation

has been conducted and prepared
by

the following Louisiana State University
Faculty and Staff

Jonathan Z. Shapiro, Ph.D., L.S.U. Associate Professor
and
Project Principal Investigator

***

Suzan N. Gaston, Project Coordinator

***

Janet C. Hebert, Project Counselor

***

Dewey J. Guillot, Assistant Coordinator
for
Curriculum and Instruction

***

Louisiana State University
College of Education
Administrative and Foundational Services

November, 1986

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The LSYOU Project has been developed at

Louisiana State University
College of Education

Allen A. Copping, President

James H. Wharton, Chancellor

Charles W. Smith, Dean
College of Education

Joseph W. Licata, Chairman
Department of Administration and Foundational Services

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Multiple District 8

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Louisiana State University School of Dentistry.....Dr. Jack H. Rayson, Dean

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Rotary Club of Golden Meadow.....Orlean Pitre, District Governor

STAFF

Mrs. Suzan N. Gaston, Project Coordinator
Mr. Dewey J. Guillot, Headmaster - Principal
Dr. Jonathan Z. Shapiro, Principal Investigator
Ms. Shelia C. Garret, Administrative Assistant
Mrs. Jacqueline Mims, Administrative Assistant

FACULTY

Rudy Macklin, Assistant Headmaster
and
Recreational Director

Wilmer Jones ** Project Counselors ** Janet C. Hebert

Catherine Demuro, Computer Lab Supervisor

TEACHERS

Jane Bowles, Reading
Jeanne Jendrzejewski, Reading
Diane Kritsonis, Reading
Winnifred O'Neal, Reading

George Bourke, Mathematics
Cortez Frank, Mathematics
Ora Milligan, Mathematics
Catherine Munson, Mathematics

TEACHER ASSISTANTS

Reading
Michael Adee
Gail Adorno
Dana Ballard
James Gaharan

Math
Dana Anderson
James Garcelon
Debra Kwiatkowski
Edwin Mercier

Peer Counselors
Ronald Bias
Charlette Byrd
Ann Galendez
Michaels Giddens
Ricky Gravois
Masoud Khodadad
Zanetta Nixon
Carol Poullard

Recreational Counselors
Shedrick Boyd
Anita Brown
Aldrema Carter
Larry Gould
Jill Johnson
Masoud Khodadad
Rodney Morris
Sharon Williams

ELECTIVES TEACHERS

Gerolyn Allen, Dancercize
Bonita Branch, Basketball
Roderick Griffin, Choir
Timothy Guillot, Newspaper
Barbara Hubbel, Arts & Crafts
Masoud Khodadad, Martial Arts
Rudy Macklin, Weightlifting
Edwin Mercier, Track
Suzanne Seefield, Tennis
Lisa Thornton, Volleyball

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Louisiana State University Youth Opportunities Unlimited

Project Overview

In an attempt to address the economic and educational needs for disadvantaged youth in Louisiana, the Governor's Office through the Louisiana State Department of Labor in conjunction with the Job Training Partnership Act Offices of East Baton Rouge, Jefferson, and Terrebonne Parishes funded the planning and implementation of the Louisiana State University Youth Opportunities Unlimited Program on the Louisiana State University campus in the summer of 1986.

This project was funded based on the following information relative to the problems of high school dropouts.

The cost of educating a youth from grades K-12 is approximately $150,000 to a state. If a student drops out of a school prior to the completion of the twelfth grade, that person, with a high probability of not getting a job, will be a net monetary loss to the state. In addition to not repaying in taxes the investment that the state has in his or her schooling, the dropout usually becomes a permanent burden to the state in the form of welfare payments, unemployment insurance, etc. (Hodgkinson, 1985). Since 1980 the national figure for all students graduating from high school has declined from 76% to its present figure of 73%. In Louisiana the current retention rate is 63.4% (Hodgkinson, 1985) or, to put it another way 36.6% of Louisiana students drop out of school prior to completing the 12th grade.

There are four main reasons for this high drop out rate to be a concern: 1) The first reason is an economic one. According to Thompson and Nelson, (1983) the unemployment rate for male dropouts is twice as high as the rate for male high school graduates. Even for those attaining employment, the lifetime earnings of a high school dropout is approximately 1/2 the earnings of a youth completing high school (Schreiber, 1969).

The quality of life to these individuals notwithstanding, the cost to the nation in loss of earnings and welfare payments for the high school dropout is approximately seventy - four billion dollars (Jones, 1977). This problem becomes even larger when we consider that by the year 2000, 2/3's of the population will be over the age of 65. It will take 3 workers to support 1 retired worker. If the drop out rate remains the same, this means that 1/4 of these workers will be unemployed or underemployed. The consequences for the total population by the year 2000 will be disastrous (Hodgkinson, 1985).

A second reason that the high drop out rate should be a major concern is the crime and delinquency rate. Research indicates that 60% of high school age delinquents are high school drop outs (Dade County Grand Jury, 1984).

A third reason to be concerned about the high school drop out is that it is a regenerating problem unless the cycle is broken. Research indicates that one of the primary characteristics of the drop out is that in general, the parents of a drop out did not graduate from high school either. Generally, the parents of a high school drop out do not tend to value education (Howard, 1978).

A fourth reason to be concerned about the drop out problem is that in addition to the number of drop outs who number 25% of the school age population, a new group called the pushouts are joining their ranks. According to Hodgkinson, (1985) the new "state based reform legislation" is having the "effect of eliminating low performers from the school." Out of school, they present the same type of economic and social problems as the traditional drop out.

An abundance of research has been done on the characteristics of the high school drop out. While these characteristics are too numerous to list in this summary, one of these characteristics should be of particular interest to P.I.C. members. Students coming from families whose income is classified below the poverty level drop out of school in much higher rates than students who come from middle class families. (Howard, 1977) These students will be the adults that J.T.P.A. agencies will be

trying to train; but, they will be lacking the academic, attitudinal, and socialization skills necessary for them to be as successful as possible and to receive the maximum benefit out of training. In addition, many of the drop outs become members of the hard core unemployed and do not even request assistance from J.T.P.A. agencies.

LSYOU is a drop out prevention program that examines the effects of a participative school structure on student outcomes. Many of the components of LSYOU were extracted from a similar program operating in the state of Texas. This program, however, expanded considerably on the original program in terms of curriculum development, planned organizational structure, and evaluation design.

The participants for the 1986 program were 105 economically disadvantaged youth (ages 14-16) selected from the parishes of East Baton Rouge, Jefferson, and Terrebonne (consortium), 35 from each parish. The students were identified by their school counselors as potential drop outs, economically disadvantaged, and considered "at-risk" in terms of completing high school. The students met selected Job Training Partnership Act (J.T.P.A.) eligibility criteria.

LSYOU participants were immersed in an 8 week intensive living experience on the Louisiana State University campus. On a half-day basis, the students received academic instruction in math and reading, both in the classroom and in computer labs. The remaining time (four hours per day) was spent at work sites throughout the University. Participants earned minimum wages for work hours. Successful completion of course work in reading and math earned each student one unit of high school credit. Evening hours were devoted to elective activities of a recreational nature and to vocational counseling. Weekend activities included field trips, speakers, tutoring sessions and parent participation activities.

In effect, the program training of 8 weeks was really a "24 hours a day, 7 days per week" intensive living experience for the students. The participants lived in a college dorm, took their meals in a college cafeteria, attended academic sessions in

classroom and worked at campus job sites that offered interesting, meaningful jobs suited to each participant.

Specifically, the various components of the program included the following:

1. Work Experience

The work experience component was a means of exposing the students to the world of work. Since their knowledge of the diversity of occupations is very limited, this experience broadened their horizons. During the summer program, the students were given an interest inventory coupled with an orientation to each potential worksite by worksite personnel. Each student then indicated three choices of worksite placement. After a review of each student's inventory and stated preference, each student was matched with an appropriate job. Once all students were matched with a job, a specific orientation on respective worksites was provided including a complete explanation of the job description. The summer employment brought the students to the realization not only of their job potential, but also of the need for and benefit of an education. As stated earlier, the work experience component of the program provided the students with employment at Louisiana State University campus job sites during the summer program and pay for a twenty hour work week. The students were placed in as many different work categories as were available in various on-campus sites.

2. Academics:

It was imperative that individuals admitted to the program be able to develop the numerous basic skills required to finish high school and to develop those advance skills that lead to post-secondary opportunities. To determine skills levels, all students were given standardized tests.

Students received an academic unit applicable to their high school graduation, providing they met the requirements of the specified courses in math and reading.

3. Counseling:

Disadvantaged students often face the high school years with no real notion of the value of additional education and the relationship of that education to the world of work. A partial reason is that adult members of the disadvantaged family may not provide incentives to continue school because they themselves are not aware of the opportunities. All too often, school counselors who should be providing this information are too bogged down by paperwork and other duties to do an adequate job. Many schools enrolling large numbers of disadvantaged students are traditionally poor schools and little monies are available to hire trained personnel to do the job.

One facet of this program was a complete counseling service. Students were directly exposed to career counseling, and they were given a thorough look at post-secondary possibilities, and types and amount of education required for each profession. Career counselors chosen on the basis of their expertise and sensitivity to the needs of this group of students provided many opportunities for each student to explore interests and aptitudes in relationship to the various future employment options.

Tied to the career counseling was academic and personal counseling. The academic counseling focused on the strengths and needs of the student in the school setting. Where appropriate, diagnostic assessments were used to guide the student in the ways in which he/she could best utilize the YOU program. Personal counseling services made available to the student a professional counselor who was able to help the students focus on and resolve problems implicit in their lives and life situations. In addition to the regular counseling thrust, this component developed and conducted informal education programs during the summer session.

4. Study Skills

A study skills component was utilized to assist students in developing effective study habits. The program was administered in the tutorial phase of the project.

5. Support Services:

Like any residential program on campus, a great deal of coordination among the university service areas is required. Two main areas of concern were residential and food services.

Dormitory life and food service are important parts of the students' campus experience. There are unique ways for these services to add to the students' learning and life-long health habits.

Students were given the opportunity to develop leadership skills through participation in residence hall programs. Students benefited from the opportunity to test ideas, develop new social skills and try new life styles.

The on-campus location provided easy access to classes, the library, student services, and program offices. Semi-private rooms for two students, and a common lounge area and laundry facility were available for the participants. Security was well enforced.

Residential dorm staff were responsible for supervision. Dorm staff consisted of a peer counselor for each group of thirteen students. Peer counselors also helped students solve academic and social problems. These staff members were augmented by participant student leaders. Student leaders and dorm staff discussed problems and other dorm matters.

6. Recreation:

The recreational component provided the students of the program an opportunity to participate in a wide variety of educational, cultural, recreational and social activities on the campus and in the surrounding community. These activities supplemented the classroom learning experience.

Students were required to pay for some admission tickets to weekend events through their weekly earnings.

7. Parental Involvement

Parents were encouraged to correspond with and visit children as often as possible. Transportation was provided for parents to attend one planned parent weekend and closing ceremonies.

8. Health Care:

Participants received physical screening, TB testing, and immunizations through out the home SDA.

Minor ailments were treated, with parental permission, at the university health center.

Students with serious health problems were referred to their parents.

9. Team Meetings:

Each student had a support team consisting of teachers and counselors who met weekly regarding the student's progress and to make recommendations for program improvement.

10. Savings Program:

Students were required to open a savings account while participating in the program. A designated amount was deposited each pay period throughout the program. Students were allowed to retain a portion of their check for personal expenses. Exceptions to this policy were reviewed on an individual basis.

The specific goals and objectives of the program, which are examined in the following program evaluation included the following:

I. The student will increase his/her desire to stay in school.
   A. The student will acquire an improved attitude toward staying in school.
   B. The student will acquire a positive belief regarding his/her obligation to stay in school.

II. The student will increase his/her basic academic skills.
   A. The student will improve his/her basic reading skills.
   B. The student will improve his/her basic math skills.
   C. The student will improve his/her basic study skills.
   D. The student will be given the opportunity to complete one unit of high school credit.

III. The student will acquire and demonstrate competencies in planning and preparing for careers that relate to their career occupational goals and objectives and to their assessed aptitudes and interests.
   A. The student will acquire and demonstrate competencies in realistic self knowledge.
   B. The student will acquire and demonstrate competencies in knowledge of the world of work.
   C. The student will acquire and demonstrate competencies in career decision making and planning.
   D. The student will acquire and demonstrate competencies in finding and keeping employment.
   E. The student will participate in supervised work experience.

Evaluation of the Quantitative Outcome Data from
Louisiana State Youth Opportunities Unlimited
Executive Summary

Quantitative data on randomly assigned LSYOU (treatment) and Summer Youth Employment (control) groups were collected on academic achievement, career maturity, intention to remain in school the current year, and intention to graduate. Achievement tests employed were the reading comprehension, mathematics computation and mathematics concepts and application subtests of the Comprehensive Test of Basic Skills. Career maturity was measured by the subscales of the Career Maturity Inventory. The subscales are decisiveness in career decision making, involvement in career decision making, independence in career decision making, orientation to career decision making and compromise in career decision making. Intention was measured by agreement or disagreement with intentional statements.

A statistical analysis of the pretest and posttest averages for the treatment and control groups indicates statistically significant program impacts on all three achievement tests, for all career maturity subscales except independence, and for intentions to complete the current year and to graduate. Thus, the program exerted substantial impacts on the achievement, career maturity and intentions of the LSYOU participants.

Evaluation of the Quantitative Outcome Data from Louisiana State Youth Opportunities Unlimited

This report presents the results of the evaluation of the Louisiana State Youth Opportunities Unlimited (LSYOU) summer program. The focus is on gains made by the program students in comparison with a similar group who participated in the Summer Youth Employment Program. This study focuses on three major program objectives: academic achievement; career maturity; intentions to remain in school during the current year, and intention to graduate.

Selection of the Program and Comparison Groups

The selection of a program (LSYOU) and comparison (Summer Youth Employment) group was based on a procedure called random assignment. This means that each JTPA eligible student who applied to the program had an equal chance of being placed in the program or comparison group. The effect of random assignment is to create two groups that are highly similar before the program starts. When data is collected on the program and comparison groups after the program ends, differences can be attributed to program impacts rather than pre-program differences between the groups.

Instrumentation

Academic achievement and career maturity were measured by standardized instruments while current year and graduation intentions were measured by single statements. Reading and mathematics achievement were measured by three subtests of the Comprehensive Test of Basic Skills, a nationally normed standardized test. Data were collected, pretest and posttest, on the reading comprehension subtest, the mathematics computation subtest and the mathematics concepts and application subtest.

Career Maturity was measured by a standardized test titled Career Maturity Inventory. The instrument, administered pretest and posttest, was used to collect data on five career competence attitudes: decisiveness in career decision making; involvement in career decision making; independence in career decision making; orientation to career decision making; and compromise in career decision making. Intentions were measured by students' responses, ranging from extremely unlikely to extremely likely (on a 7 point scale), to the questions how likely is it you will remain in school for the current year, and how likely is it that you will remain in school until you graduate.

Achievement Data

The treatment group demonstrated statistically significant gains over the control group in all three areas measured: reading comprehension, mathematics comprehension, and mathematics concepts and application. Tables 1, 2, and 3 display the pretest means, posttest means and the significance of difference between groups. Statistical significance represents the probability of being incorrect when an evaluator asserts that there is a true difference between the treatment and control group. The smaller the significance the better, because this represents a smaller probability of making an error. In many situations, significance values of .05 or less are taken as evidence of a true difference between groups.

All scores contained in the following three tables are percentile ranks. Percentile ranks indicate the relative standing of a score against a national group of scorers called the norming group. Using the norming group as a comparative base, a percentile rank of 50 means that the test score was higher than 50% of the national group scores, 60 means a score higher than 60% of the scores, and so forth.

TABLE 1

A Comparison of Pretest-Posttest Reading Comprehension

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	40	33	
Treatment	94	50	48	.04

The data indicate that both treatment and control group members fell back from pretest to posttest, a common characteristic of lower socio-economic students over a summer period. However, the effect of the program was to minimize the reading loss, 2 percentile points compared to a 7 point loss for controls, such that the control group students fell back at a statistically significant greater extent than the treatment group.

TABLE 2

A Comparison of Pretest-Posttest Mathematics Computation

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	63	55	
Treatment	94	70	84	.00

The data indicate that the treatment group advanced 14 percentile points while the control group fell back 8 points. The resulting difference has a high degree of statistical significance.

TABLE 3

A Comparison of Pretest-Posttest Mathematics

Concepts and Applications

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	52	46	
Treatment	94	59	70	.00

The data indicate that the treatment group advanced 11 percentile points while the control group fell back 6 points. The resulting difference has a high degree of statistical significance.

In summary, the program exerted a statistically significant impact on reading comprehension, mathematics computation and mathematics concepts and applications. In reading, the program minimized the degree of fall back in the treatment group. In mathematics computation and concepts and application, the program created substantial gains on the part of program participants while the control group fell back on both tests.

Career Maturity Data

Tables 4, 5, 6, 7, and 8 report the pretest means, posttest means and significance of difference between groups on the Career Maturity Inventory. The scales which were analyzed were decisiveness in career decision making; involvement in career decision making; independence in career decision making; orientation to career decision making; and compromise in career decision making. (see following page)

TABLE 4

A Comparison of Pretest-Posttest Decisiveness in Career Decision Making

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	4.0	4.1	
Treatment	94	3.8	5.3	.00

TABLE 5

A Comparison of Pretest-Posttest Involvement in Career Decision Making

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	6.2	5.2	
Treatment	94	7.0	7.3	.00

TABLE 6

A Comparison of Pretest-Posttest Independence in Career Decision Making

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Group	Size	Pretest	Posttest	Significance of Difference
Control	51	6.8	7.0	
Treatment	94	7.4	7.6	.24

TABLE 7

A Comparison of Pretest-Posttest Orientation To Career Decision Making

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	5.8	5.5	
Treatment	94	6.1	7.3	.00

TABLE 8

A Comparison of Pretest-Posttest Compromise in Career Decision Making

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	3.9	3.8	
Treatment	94	4.2	4.6	.00

In summary, the data indicate statistically significant program impacts on four of the five scales: decisiveness, involvement, orientation and compromise. The lack of statistical significance for independence may reflect the fact that so many of the LSYOU program staff interacted with students in terms of career choice development, students did not have much opportunity to act independently.

Intention Data

This analysis focused on the pretest and posttest mean intentions to complete the school year and to graduate. It was determined in the analysis that the standard deviation across groups was not constant, which creates technical difficulties for statistical significance testing across groups. As a consequence, a slightly different test, known as a correlated t-test, was employed in this analysis. This analysis examines difference from pretest to posttest within groups rather than across groups. Therefore, in the following tables, significance refers to whether or not there was a statistically significant gain in intention from pretest to posttest within each group.

Table 9 displays the results of the pretest and posttest means, and within group significance of difference for the intention to remain in school for the current year. Table 10 displays the results of the pretest and posttest means, and within group significance of difference for the intention to remain in school until graduation.

Table 9

Within Group Comparisons of Pretest-Posttest Intention to remain in School for the Current Year

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	6.50	6.66	.351
Treatment	94	6.56	6.88	.01

Table 10

Within Group Comparisons of Pretest-Posttest Intention to Remain in School Until Graduation

Group	Size	Pretest	Posttest	Significance of Difference
Control	51	6.52	6.56	.85
Treatment	94	6.43	6.72	.01

The data indicate that the control group evidenced no significant change in intention to remain in school for the current year (sig.=.35) or to graduate (sig.= .85). The LSYOU group data does indicate significant changes in intention both for the current school year (sign= .01) and for graduating (sig.= .01). Therefore, the programs appear to have exerted a statistically significant impact upon students' intention to remain in school for the current year and intention to remain in school and graduate.

Career Maturity Inventory

TABLE 1

Variables in the Attitude Scale

Dimension	Definition	Sample Item
Decisiveness in career decision making	Extent to which an individual is definite about making a career choice	"I keep changing my occupational choice."
Involvement in career decision making	Extent to which individual is actively participating in the process of making a choice	"I'm not going to worry about choosing an occupation until I'm out of school."
Independence in career decision making	Extent to which individual relies upon others in the choice of an occupation	"I plan to follow the line of work my parents suggest."
*Orientation to career decision making	Extent to which individual is task- or pleasure-oriented in his or her attitudes toward work and the values he or she places upon work	"I have little or no idea of what working will be like."
Compromise in career decision making	Extent to which individual is willing to compromise between needs and reality	"I spent a lot of time wishing I could do work I know I can never do."

*Extent to which individual plans for an occupation.

Sample: "I don't know how to go about getting into the kind of work I want to do."
"I know very little about the requirements of jobs."

Evaluation of the Quantitative and the Qualitative Data
of the Students' Work Experience at
Louisiana State Youth Opportunities Unlimited

In the LSYOU Project, students were placed in worksites around the LSU campus. Jobs were selected for the students based on an interest inventory administered to them prior to entering the program. The purpose of the worksite component was four-fold: First, it gave the student the opportunity to earn some badly needed income. Second, and more importantly, it exposed the students to a multitude of professional careers. This of course gave them insight into many occupations of which they would normally not be aware. Third, the students were exposed to a positive work ethic. And, fourth, the students learned many new skills and valuable work experiences to make them more employable in the future.

The following list comprises the various worksites where the LSYOU students were employed:

JOB LIST

1. TELEPHONE COMPANY - Telephone Repair/Installer
2. STUDENT AFFAIRS - Office Work
3. GRADUATE SCHOOL - Office Work
4. MEDIA - Equipment/TV Handling
5. MATH DEPARTMENT - Office Work
6. GRAPHICS - Assistant
7. PHOTOGRAPHY - Lab Assistant
8. LIBRARY - Office Work
9. OFFICE OF EMPLOYEE RELATIONS - Office Work
10. MUSIC - Office Work
11. MUSIC/DRAMATICS ARTS - Office Work
12. ACADEMIC PROGRAMS ABROAD - Office Work
13. EDAF - Office Work
14. COSTUME SHOP - Sewing Costumes
15. SCENE SHOP - Creating Scenery
16. SPEECH AND HEARING CLINIC - Office Work
17. PHYSICS AND ASTRONOMY - Office Work
18. LANDSCAPE ARCHITECTURE - Office Work

19. SCHOOL OF ARTS - Office Work
20. COLLEGE OF DESIGN - Gallery and Classroom Maintenance
21. CAMPUS MAIL - Delivering and Picking Up Mail - General Mailroom Duties
22. ATHLETIC COUNSELING - Office Work
23. ENVIRONMENTAL STUDIES - Office Work
24. MUSEUM OF GEOSCIENCE - Office Work
25. GEOGRAPHY DEPARTMENT - Office Work
26. LAB SCHOOL - Office Work
27. LAB SCHOOL - Teacher Assistant
28. INTERNATIONAL STUDENT OFFICE - Office Work
29. ENTOMOLOGY DEPARTMENT - Lab Assistant
30. ENTOMOLOGY DEPARTMENT - Lab Assistant
31. ENTOMOLOGY DEPARTMENT - Museum Assistant
32. ENTOMOLOGY DEPARTMENT - Research Lab Assistant
33. ENTOMOLOGY - Lab Assistant
34. ENTOMOLOGY - Lab Assistant
35. HOME ECONOMICS - Lab Assistant
36. DAIRY SCIENCE - Outside Work
37. WETLAND RESOURCES - Lab Assistant
38. CENTER FOR WETLAND RESOURCES - Lab Assistant
39. WETLAND RESOURCE - Office Work
40. WETLAND RESOURCES - Office Work
41. WETLAND RESOURCES - Library Work
42. CENTER FOR WETLAND RESOURCES - Lab Assistant
43. WETLAND RESOURCES - Lab Assistant
44. COASTAL FISHERIES INSTITUTE - Office Work
45. ELECTRONICS LAB - Lab Assistant
46. COASTAL FISHERIES - Library Work
47. SCIENCE SUPPLY - Warehouse Work
48. SCIENCE SUPPLY - Office Work/Warehouse
49. COASTAL ECOLOGY - Assistant
50. ENERGY CENTER - Office Work
51. NUCLEAR PHYSICS - Office Work
52. HORTICULTURE - Lab Assistant
53. HORTICULTURE - Outdoor Work & Research Activities
54. VET SCHOOL - Lab Assistant
55. VET SCHOOL - Lab Assistant/Office Work
56. VET SCHOOL - Lab Assistant
57. VETERINARY MEDICINE - Office Work
58. HORTICULTURE - Lab Assistant
59. MECHANICAL ENGINEERING - Office Work

A variety of measures were taken to evaluate this component of the LSYOU Project. The results of these measures are described below:

1. Career Maturity Inventory

The results of the Career Maturity Inventory, described in the previous section, measured both the students' work experiences and career counseling classes.

2. Quantitative Results of the Employers Worksite Survey

The employers of the students rated them on the following employability skills scale.

	Excellent	Good	Fair	Poor
1. Following Directions				
2. Completing Assigned Tasks				
3. Attitude				
4. Communication Skills				
5. Personal Appearance				
6. Punctuality				
7. Relationship with Other Employees				
8. Gaining New Skills				
9. Maturity For Tasks Assigned				

The rating scale of excellent, good, fair, and poor was converted to one, two, three, and four respectively for the purpose of analyzing the data. The mean was then computed for each of the different variables which correspond to the nine employability skills. The lower the score, the better the rating by the employer.

The results of these computations are summarized in the following table.

Table 11

Rating of Student Employability Skills
by Employers

		1 Excellent	2 Good	3 Fair	4 Poor
1.	Following Directions	1.87			
2.	Completing Assigned Tasks	1.86			
3.	Attitude	1.76			
4.	Communication Skills		2.1		
5.	Personal Appearance	1.80			
6.	Punctuality	1.67			
7.	Relationship With Other Employees	1.74			
8.	Gaining New Skills	1.80			
9.	Maturity For Tasks Assigned		2.09		

Examinations of these results indicate that students were rated the highest on punctuality (1.67) attitude (1.76) and relationships with other employees (1.74). The employability skills rated the lowest were communication skills (2.1) and maturity for tasks assigned (2.09). While these two areas were rated lowest by employers, it should be noted that they both fall in the "good" category.

3. Qualitative Results of the Employers Worksite Survey

The employers also answered open ended questions regarding their participation in the LSYOU PROJECT.

Responses to the worksite evaluation were received from 98 employers of LSYOU students.

Major categories or themes emerged after reading the responses to each of the questions. Individual responses or indicators were then grouped into these major themes.

Following is the original open ended survey with accompanying results.

JOB SITE EVALUATION

1. DID YOU THINK THAT THE LSYOU PROGRAM WAS WORTHWHILE? IF SO, PLEASE EXPLAIN WHY.

78% answered

of those responding,
- 1% - stated unsure
- 1% - stated student was too immature for our work environment
- 8% - felt that the program was worthwhile but work component was too complex for the LSYOU student
- 90% - answered yes and/or stated one or more of the following:

    - allows student exposure to what working is really like
    - efforts should be made to continue the program
    - grateful to have participated in the program
    - exposes student to higher education and/or mature environment
    - student gained confidence in himself and work abilities

2. WHAT SUGGESTIONS DO YOU HAVE FOR THE LSYOU PROGRAM?

76% answered

of those responding,
- 6% - stated various positive responses not included in the major themes listed below
- 15% - responded none
- 79% - stated one or more of the following:

    - more visits from counselors
    - kids are tired/shorten their day
    - better organization is needed
    - students & supervisors need times to socialize other than work
    - students need to be taught job behavior prior to jobsite assignments
    - LSYOU work schedule did not fit well with ours
    - motivate all students to work as hard as my LSYOU student
    - give orientation to supervisors
    - supervisor wants to interview LSYOU student
    - screen students to fit capabilities with job

3. DO YOU THINK THAT THE STUDENT GAINED A BETTER APPRECIATION FOR WORK? IF SO, WHY?

90% answered

of those responding,
- 1% - stated no, student had attitude problem at worksite
- 10% - stated unsure
- 13% - stated various positive responses not included in the major themes listed below
- 76% - stated one or more of the following:

    - confidence greatly increased
    - gained some appreciation for work
    - received experience of working
    - learned importance of getting a job done
    - learned value of money
    - learned how to work with others

4. WHAT APPROACHES DID YOU USE TO REACH THE STUDENT ASSIGNED TO YOU?

85% answered

of those responding,
- 7% - stated no particular approach
- 3% - stated that it was difficult to work with LSYOU student
- 90% - stated one or more of the following:

    - patience and a great deal of time with student
    - gave student as much responsibility as we thought he/she could handle
    - gave him/her challenging work
    - honest direct communication with student
    - concern/friendliness
    - considerable supervision
    - positive reinforcement

5. WHAT NEW SKILLS DID THE STUDENT ASSIGNED TO YOU LEARN?

81% answered

of those responding,
- 3% - stated unsure
- 59% - stated one or more of the following:

    - telephone and/or communication skills
    - office work/typing, filing, coping
    - computer/word processor

The remaining 38% stated one or more of the following:

- laboratory equipment/skills
- greenhouse techniques
- working with public
- running errands
- utilization of library
- utilizing media equipment
- costuming/hand sewing
- science research
- importance of accuracy in a job

6. WOULD YOU LIKE TO HAVE LSYOU STUDENTS WORK FOR YOU AGAIN NEXT SUMMER?

94% answered

of those responding,
73% - stated yes
3% - stated yes, but only one student in each shift
2% - stated yes, if I can inteview prior to hiring
4% - stated yes, especially if we can have the same student work for us again next summer
4% - stated probably
7% - stated unsure
4% - stated no
1% - stated no, department is too technical
2% - stated no, students are good for errands only

7. OTHER COMMENTS

58% answered

of those responding,
10% - stated a positive comment about the students' work performance
8% - stated they appreciated the opportunity to participate in the program
2% - stated that students of this age need considerable supervision and should be kept busy
80% - stated one or more of the following responses:

- I think the program is a very good one. It gives disadvantaged children a chance to learn sophisticated equipment that some of their parents could not afford to buy.
- These students are an asset to us. For the most part, they have good attitudes and want to work.
- They were very helpful due to the fact that our department didn't have any student workers this summer.
- Both the supervisor and student need to work together and explain to each other what is going on at each end.
- Student was extremely prompt, and she stayed on the job
- I think the LSYOU program is a wonderful idea. I am glad these children have been given such a great chance to better themselves.
- My LSYOU student was an excellent worker.
- The students should be instructed on proper job behavior prior to work assignment.

4. Qualitative Analysis of Student Nominations for "Boss of the Summer"

Students in the LSYOU Project were asked to nominate their boss as the "Boss of the Summer" if they wished to do so.

This information unexpectedly gave the evaluators much insight into the quality of the students' work experience. It also provided much insight into what aspects of the work experience were most successful in assisting students to develop a positive work ethic.

Sixty-two students nominated their supervisor as the "Boss of the Summer". Individual student letters were reviewed. Statements that were similar were grouped into major categories or themes. Once these themes were developed, these statements or indicators were reviewed again to ascertain if any categories could be merged or were irrelevant.

Table 12 is a listing of the major categories that were developed from the student letters and the corresponding sample(verbatum) responses or indicators.

Table 13 indicates the percentage of students' responding to one or more of the themes.

Following the tables is a listing of the major themes and the corresponding statements of students that developed the theme. The information following the statement refers to the specific case, the race, the sex, and the parish of the student.

Table 12

Boss of the Summer Letters
Percentage of Students Responding to One or More Themes
N = 62

Theme	Percentages
I. Developing Personal Relationships	39%
II. Learning on the Job	40%
III. Developing a Work Ethic	32%
IV. Recognizing the Patience and Understanding Displayed by the Supervisor, Particularly When the Student Makes Mistakes	35%
V. Appreciating the Faith, Encouragement and Advice Given by the Supervisor	19%

Table 13

Boss of the Summer Letters - Themes and Indicators

Theme	Sample Responses
I. Developing Personal Relationships	1. He was more than a person - He was like a father to me. 2. She helped me recapture the dreams I had lost and helped me to become a person of responsibility.
II. Appreciating Learning Experiences	1. I learned a great deal. I learned how to disect fish and goats. 2. He showed me how to use the computers at work and to mix chemicals to water.
III. Developing a Work Ethic	1. He is a nice man - but, what I like about him is that he cares about his work. I respect how hard he works - but most of all he is a kind smart man. 2. I'd like to nominate my boss because she is very enthusiastic in her work. Her desk is very organized.
IV. Recognizing the Patience and Understanding Displayed by the Supervisor, Particularly When the Student Makes Mistakes	1. He helps me with things I didn't know. When I had trouble learning he made sure I understood. 2. When I make a mistake, she doesn't get upset, she just come and show me the right way to do it.
V. Appreciating the Faith, Encouragement and Advice Given by the Supervisor	1. She tells me not to get involved in drugs. 2. She keeps her faith in me and my work.

Complete Listing of Themes and Indicators from the Boss of the Summer Letters

I. Theme: Developing Personal Relationships

He was more than a person - He was like a father to me. (2 - BMJ)

She helped me to recapture the dreams I had lost and helped me to become a person of responsibility. (6 - BFT)

We have developed a wonderful relationship. (10 - BFJ)

My supervisor is a loving and caring person. (11 - BFB)

When there is no more work to be done, we sit around and talk about our feelings. (11 - BFB)

She really cares for me - I care for her too....not only in the office but out of the office too.... She brought me to their club to eat dinner and to swim. (12 - WMT)

She tells me not to get in trouble.... She treats me like one of her own sons or as if I would be a member of her family. (12 - WMT)

Me and my boss gets along well because we talk a lot. (20 - BMB)

She has been a major influence in my life. (12 - WMT)

...when I came to work for my good friends. (13 - BMJ)

I wish my boss could meet my family. (29 - BMT)

My supervisor is the kind of person who cares about her employee. She helps you out when you down and lonely....She shows her love and affection on which the things she do for you and the things you do for her. (30 - WF)

I'd like to thank my boss for the things he did for me like bringing me to the infirmary. (31 - BMB)

He is a nice person to work with....He helps me with the things I need. He is nice and sweet. (34 - WFJ)

I thank you for your kindness and help when I need it - I'm grateful and when summer is over I'll never forget you.

So keep in touch with a friend like me. I am just writing this letter to tell you how nice and understanding you have been to me. (37 - BFT)

Because my boss is nice and kind and friendly and understanding. And when ever I need help, if he has the time, he'll stop and help. He may not be the best but, he is my boss and thats all that matters. (38 - BMB)

He understands when I need help and will help me. (43 - WMT)

My supervisor likes me working for him. (48 - WMJ)

He is very nice to me and the other persons are nice to me as well. When he gets a cold drink, he gets one for me too. (54 - WFJ)

The most fun part of this program was working for the two of you. You have been a big help to me. (56 - BFB)

She is nice and sweet and the little things she do just for me such as buying books that will help me learn about things I don't know too much about. (57 - BFB)

I want to thank you for all the help and time you spent with me. (63 - BMJ)

I have the best boss of the summer because she is the nicest person I ever had for a boss. She gives me everything she's got. I love my job. (62 - BFB)

II. Theme: Learning on the Job

Very interested in my learning the material she assigns. (-1 - BFT)

She helped me to strengthen my experience, knowledge, and success toward my future. (5 - AFJ)

She has taken time to teach me things I know teachers would not help me with. (1 - BFT)

This is the first time I've ever considered veterinary science as a career. (9 - WMT)

She taught me how to use the phone properly and the phase computer. (12 - WMT)

You taught me how to look up the mail and shared your knowledge of working at campus mail. (BMB)

He has taught me things I'll need to know if I ever work in an office. I can type a little faster. (13 - MMJ)

My boss knows so much about electronics. He teachers me the basics about transmitters and the kinds of tools I need. If it wasn't for him, I wouldn't be so interested in electronics in a career. (15 - BMB)

I learned a lot (4 - WMJ)

Helped me get the feel of a real job. (6 - BMT)

I learned a great deal. I learned to disect fish and goats (9 - WMT)

My boss is well trained in landscape architecture. (19 - WMT)

I learned a lot of new things like how to grow test tube strawberries and how to freeze dry. (20 - BMB)

I learned a lot from my job and working on the microscope. (21 - BFB)

I had fun learning how to work different machines. (25 - BFB)

Thank you for teaching me what I know. (29 - BMT)

Thank you for hiring me and teaching me your professions. (35 - BMT)

I learned so much at horticulture. I learned a lot about plants and how to care for them. She has taught me about all sorts of things (36 - WMJ)

He showed me how to use the computers at work and how to mix chemicals to water. (39 - BMJ)

I have learned a lot this summer, particularly about fall army worms. (41- WMT)

He taught me things that can really help me with some cameras. He likes working with people. (48 - WMJ)

She loves to help us on things that don't have to do with work. (49 - BFT)

It has really been fun and worthwhile working with you this summer. (55 - WFJ)

I enjoyed working with the computer. (59 - WMB)

I really think I have learned a whole lot from you guys by listening and of course observing. (BFT)

III. Theme: Developing a Work Ethic

She is a person willing to do her work right. She do more than she ought to do - put effort - always double checks everything she do in all kinds of ways. (3 - BFB)

He is a nice man but what I like about him is that he cares about how work - I respect how hard he works - but most of all he is a kind, smart man. (7 - BMJ)

She keeps me working at all times. (11 - BFB)

She complements me on all the hardwork I did. (12 - WMT)

She is fair with different situations and management. She has great qualities about doing things. (14 - BFT)

She works hard at everything....She has one quality that I admire her for...She never quits. She wants to be a better person. (18 - BMJ)
They always keep me busy and are so nice. (20 - BMB)

She wants hardworkers to work for her. They want me to be loveable and capable in life. (27 - BMB)

My boss made us a great team of workers. (28 - BMT)

Privilege to work under a great person. (2 - BMJ)

I'd like to nominate my boss because she is very enthusiastic in her work. Her desk is very organized. (32 - WFJ)

He is nice, he is bright, he is thoughtful, I admire his originality in the field he supervises. (33 - BFT)

My boss is very smart. She does anything to keep me and my friend busy. She is very calm. (36 - WMJ)

My boss loves to work with computers. (38 - BMB)

You really helped me a lot especially when you told me that if I were your secretary you would have fired me, and I really thought about that, and now I know how to handle a job. (44 - BFB)

She is a very hard working woman who tries to get the job done right. (51 - BFB)

She works very hard and puts in lots of overtime. (51 - BFB)

They all feel that they do not want me to leave because I work hard with them. (54 - WFJ)

I've really learned a great deal about the job you enjoy doing and I enjoy it too. (63 - BMJ)

My supervisor is capable, understandable, intelligent, kind, sweet and a hard worker. (61 - WFT)

IV. Theme: Recognizing the Patience and Understanding, Displayed by the Supervisor, Particularly When the Student Makes Mistakes

She showed me things over and over and never gave up on me. (8 - BFJ)

She is very lenient and patient with me. (1 - BFT)

She is kind in all ways. (3 - BFB)

She is very patient and understanding....She never raised her voice or stopped smiling. (8 - BFJ)

When I made mistakes, I felt bad, but she warms my heart up and makes me feel discovered again. (5 - AFJ)

She is sweet but not so sweet as till she won't tell me when I'm wrong. (10 - BFJ)

When I do something wrong she corrects me and keeps me out of trouble. (11 - BFB)

She is nice and cooperative, open and honest. She never puts people down in a mean way. (14 - BFT)

When she tells you that you're wrong so you won't make the same mistake again, she tells you in a mannerable way whereas she won't be putting all the blame on you. (14 - BFT)

When I did not understand she explained to me until I did understand. (17 -)

I want to thank him for how nice and understanding he has been to me. (21 - BFB)

He did nice things for me at work. (39 - BMB)

He helps me with things I didn't know. When I had trouble learning, he made sure I understood. (22 - BMJ)

When I do something my coworkers have trouble doing, he compliments me. (22 - BMJ)

If I make a mistake, he tell me so I won't make it again. (22 - BMJ)

You have helped me through a lot and I appreciate it. I know its hard for you to give me direction and information while you are working with your work. (40 - AFJ)

I would like to nominate my boss because when I answer the telephone....and make a mistake she doesn't get upset, she just come and show me the right way to do it. (BMB)

She feels concern about me and the things that I do. She gives me freedom and respect. She stops what shes doing and comes to help me if I have a problem. (45 - BMJ)

If the other bosses treat their employees like she treats me, I couldn't see why anyone would be scared on their first job. (45 - BMB)

My boss is very nice to work with. She is not a very fussy person. (49 - BFT)

I nominate my boss because she is a really a nice person to work with. Everytime she asks me to do something she says it in a very nice and sweet way. (53 - BFT)

Because she is one of the most understanding people I ever met. On my first day I was nervous and kept messing up until she started going around with why I work so I could improve and get better. (58 - BMB)

V. Theme: Appreciating Faith, Encouragement, and Advice Given by the Supervisor

She tells me not to quit school...to respect older people because that is how you build up your reputation. (12 - WMT)

She tells me not to get involved in drugs. (12 -WMT)

She helps me when I need help with my school work or work on the job. She corrects me when I'm wrong. (18 - BMJ)

He would take time and talk to me for instance when I had a problem. (2 - BMJ)

She keeps her faith in me and my work (1 - BFT)

I'm glad she agreed to put up with me. (4 - WMJ)

She puts her trust in me and I put my trust in her (12 - WMT)

They encourage me to do better things with my life. (27 - BMB)

They helped me with my problems and that meant a lot to me. (23 - BFB)

I thank them for talking to me and giving me advice. (25 - BFB)

You gave me the best encouragement I need in order to become what I want... I now know what is expected of me. (26 - BFT)

You made my life feel important and that you make me feel my career would come true. (40 - AFJ)

Evaluation of the Qualitative Data of the Student Experience
from
The Louisiana State Youth Opportunities Unlimited Program

Two types of data collection devices were utilized to ascertain the quality of the students' overall experience in the LSYOU program. Both of these devicies yielded rich information on the quality of the students' experience, as well as information for program improvement. The results of this data collection are described below:

1. LSYOU School/Program Survey

The students answered open-ended questions regarding their participation in the LSYOU Project. Responses from 97 students were received. Each question was reviewed and responses were coded into major themes that developed during the analysis of the responses.

Following is the original open ended survey with accompanying results.

LSYOU SCHOOL/PROGRAM SURVEY

97 students were given this survey. The following data is from the responses of 97 students.

1. DO YOU THINK THE LSYOU SCHOOL IS DIFFERENT FROM THE SCHOOL THAT YOU ATTENDED LAST YEAR?

97% answered YES
3% answered NO

IF YOU DO, PLEASE DESCRIBE HOW YOU THINK IT IS DIFFERENT?

96% answered

of those responding,
34% - stated various positive responses not included in the major themes listed below
66% - identified one or more of the following:

LSYOU is different due to:
- fewer students in classrooms
- teachers care and understand students
- emphasis on development of self-responsibility
- computer classes
- emphasis on completing school "makes me want to stay in school"

2. WAS THE LSYOU PROGRAM WORTHWHILE TO YOU?
IF IT WAS WORTHWHILE, PLEASE EXPLAIN WHY. TRY TO INCLUDE SPECIFIC AREAS SUCH AS JOBS, CLASSES, TEACHERS, ELECTIVES, PEER AND RECREATION COUNSELORS, DORM LIFE, ETC.

94% answered

of those responding,
3% - answered YES
12% - stated various positive responses not included in the major themes listed below
85% - responded yes and identified one or more of the following:

- I learned to be more independent
- I learned to respect others
- I received experience of a "real job"
- I loved my job
- I earned school credit
- I earned money during the summer
- I lived like a real college student
- The classes taught me how to cope with my problems
- LSYOU kept me out of trouble
- I learned a particular skill at my job (i.e. typing)

3. IF YOU HAD THE OPPORTUNITY, WOULD YOU COME BACK TO THE LSYOU PROGRAM NEXT YEAR?

98% answered YES

4. DO YOU THINK THIS WOULD BE A GOOD PROGRAM FOR OTHER STUDENTS TO COME TO NEXT YEAR?

99% answered YES

5. WHAT ADVICE CAN YOU GIVE TO IMPROVE THE LSYOU PROGRAM NEXT YEAR IN THE FOLLOWING AREAS?

A. CLASSES/TEACHERS

84% answered

of those responding,
14% - responded keep the same
25% - stated various positive responses not included in the major themes listed below
61% - indicated one or more of the following:

- Classes should be shorter
- Teachers were great

B. ELECTIVES

83% answered

of those responding,
2% - responded cut out electives
24% - responded keep the same
8% - stated various positive responses not included in the major themes listed below
66% - indicated one or more of the following:

- Need more electives to choose from
- I really liked my elective

C. CAREER PLANNING

74% answered

of those responding,
18% - responded keep the same
9% - stated various positive responses not included in the major themes listed below
73% - indicated one or more of the following:

- Helped me to select courses for my career
- I know how to get another job
- Career Counseling needs to have more variety

D. DORM LIFE/COUNSELORS

77% answered

of those responding,
12% - responded keep the same
15% - stated various positive responses not included in the major themes listed below
73% - indicated one or more of the following:

- I loved living in the dorm with "college kids"
- I needed more sleep
- My peer counselor was the "best"

E. WEEKENDS

78% answered

of those responding,
22% - responded keep the same or Great!
8% - stated various positive responses not included in the major themes listed below
70% - indicated one or more of the following:

- We need more independent time
- We need more activities planned
- We need to be able to go home more often

F. WORK

74% answered

of those responding,
10% - answered keep the same
25% - stated various positive responses not included in the major themes listed below
65% - answered one or more of the following:

- I want to be able to choose where I want to work
- I need more work to keep me busy
- Earning money was great

G. ANYTHING ELSE

47% answered

of those responding,
22% - stated various positive responses not included in the major themes listed below
78% - indicated one or more of the following:

- Night classes should be earlier in day
- We need more field trips
- Need more home visits on weekends

6. DO YOU THINK THAT THE THINGS THE LSYOU PROGRAM TAUGHT YOU WILL HELP YOU WHEN YOU LEAVE LSU?

94% answered

of those responding,
98% answered YES

HOW WILL IT HELP YOU AT HOME?

91% answered

of those responding,
15% - stated various positive responses not included in the major themes listed below
85% - indicated one or more of the following:

- I learned study skills
- I learned how to budget money
- I increased my self confidence
- I know how to share my feelings
- I can use eye messages to better communicate with my family

7. HOW WILL IT HELP YOU AT SCHOOL?

92% answered

of those responding,
17% - stated various positive responses not included in the major themes listed below
83% - indicated one or more of the following:

- I'll be ahead of the other students
- I've learned new study skills
- I know what courses to take in school for a job

8. HOW WILL IT HELP YOU IN OTHER AREAS OF YOUR LIFE?

88% answered

of those responding,
23% - stated various positive responses not included in the major themes listed below
77% - indicated one or more of the following:

- I've learned to make it on my own
- The career counseling helped me in choosing a career
- The career counseling taught me how to apply for a job
- Now, I'll be ahead of the other students at my school
- LSYOU helped me learn about college
- I can get along with others better
- I've learned how to deal with problems at home
- I've learned how hard it is to earn money and never take it for granted
- It taught me how to be nice and respect others
- LSYOU taught me to be a better person

2. Students' Letters After Returning Home

One month after the students returned home from the LSYOU Program they were sent a letter by the LSYOU staff asking them to respond on a variety of topics. Following is a reprint of the original letter that was sent to the students.

****

September 2, 1986

Dear _____,

We really miss you at LSYOU. You are special, and we care about you and your future.

Please write and tell us how you are doing! How is school? Is your school different from LSYOU? How is home life? Would you like to come back to see us? Write to us about life after LSYOU.

Thank you for being part of the LSYOU family!

Yours truly,

LSYOU Staff

****

Letter responses to this request were received from 67 students. These letters were reviewed for similar statements and thoughts. These similarities were grouped into major themes or categories. Once these themes were developed, they were reviewed to ascertain if any categories could be merged or were irrelevant.

Table 14 is a listing of the major categories that were developed from the student letters and the corresponding (verbatum) sample responses or indicators.

Table 15 indicates the percentage of students' responding to one or more of the themes.

Following the tables is a listing of the major themes and the corresponding statements of students that developed the theme. The information following the statement refers to the specific case, the race, the sex, and the parish of the student.

Table 14

Students' Letters After Returning Home - Themes and Indicators

Theme	Sample Responses
I. Relating to School	1. I really enjoy school this year. I find its really what you make of it. 2. It's fun to be at school when you get along with everybody.... Now I'm a cheerleader and on the ROTC Drill Team.
II. Appreciating What LSYOU Did for Them	1. I deeply appreciate the things you all done for me. I was taught self respect by my teachers, discipline by everyone and the program itself made me an all around better person. 2. LSYOU have turned my life completely around...I needed LSYOU to get me started in life.
III. Reflecting on Home Life	1. Home life is much better for me now because I have learned to be myself and handle problems. 2. When I was away from home I never had a problem....but no matter what I will be as good as I was at LSYOU.
IV. Missing the LSYOU Program and Wanting to Return	1. I haven't forgotten you all - never...I have missed you a lot. I will never lose contact. 2. I think the LSYOU Program kept me out of trouble and I want to come back.
V. Understanding How LSYOU Helped Them at School	1. After my summer with the LSYOU program, I have discovered that life in school can be exactly what you want it to be. 2. School is going great, by me attending LSYOU, I'm ahead of all 9th grade students.

VI. Distinguishing the Difference Between LSYOU and Regular School	1. My school is not better than the LSYOU School because they carry guns and sell drugs at our school. 2. My school is very different...I have one teacher who calls us "stupid dummies".
VII. Asking for Assistance	1. Could you help me find a job after school. It would really help my family. 2. The subjects I need tutoring in are math, English and Reading... but really math.
VIII. Living on a College Campus	1. It was really fun living on a college campus. I felt like I was a college student. 2. I would love to give another kid a chance to visit LSU college.
IX. Emphasizing Personal Relationships	1. I love you all at LSYOU; you are so warm loving and caring. 2. I know everybody at LSYOU love me...I consider all of you my family and I will never forget you as long as I live.
X. Appreciating Follow-up Contact	1. I feel very special for you to be writing to me. 2. I'm so glad you all still care about us.
XI. Recognizing the Change in Their Self Image	1. I learned that I am somebody. I am worth something and that I feel good about myself. 2. Life after LSYOU is different because I have found a new person inside myself.

Table 15

Students' Letters after Returning Home
Percentage of Students Responding to One or More Themes
N = 67

Theme	Percentages
I. Relating to Their New School	25%
II. Appreciating What LSYOU Did for Them	39%
III. Reflecting on Home Life	36%
IV. Missing the LSYOU Program and Wanting to Return	75%
V. Understanding How LSYOU Helped Them at School	40%
VI. Distinguishing Between the LSYOU School and Regular School	36%
VII. Asking for Assistance	24%
VIII. Living on a College Campus	9%
IX. Emphasizing Personal Relationships	31%
X. Appreciating Follow-up Contact	19%
IX. Recognizing the Change in Their Self Image	16%

Complete List of Responses Categorized by Theme from the Students' Letters After Returning Home

I. Theme: Relating to School

I've been busy with school work and football practice. (13 - BFJ)

I love my new school. I enjoy making new friends. (13 - BFJ)

I'm having a lot of fun with school. I have a lot of new teachers and friends. (20 - WFJ)

I really enjoy going to school this year...I find its really what you make of it. (21 - WFJ)

I am making out good at school...my teachers are great. (23 - WMJ)

School is going allright so far. (29 - BFB)

Its fun to be at school when you get along with everybody. I am a cheerleader now and on the ROTC Drill Team. (31 - BFB)

I go to Broadmoor High its very nice. I take piano and its fun. (33 - BFB)

I'm a volleyball player at Capitol Sr. High. We won all our games...I learned a lot about volleyball up there. It did a lot of good...(35 - BFB)

I enjoy school very much since school has started back. I am not happy with my grades but I am studying more to improve. (37 - BFB)

I like attending high school. I play the alto saxaphone in the marching band. My classes are interesting, (31 - BMB)

I feel comfortable at school because my friends are there. (43 - BMB)

I really enjoy school now. I think anybody that will have a chance to go should go because it really gives you a chance to really like school. (45 - WMT)

I'm doing great in school I've passed all my tests so far. (53 - BFB)

I'm fine in life...I'm starting on the basketball team...I'm doing good in school except English...(59 - BFT)

I started playing basketball and baseball...I might start running track again. (63 - BMT)

I'm doing fine in school...Its a great school and I really like it. (6 - BBB)

II. Theme: Appreciating What LSYOU Did for Them

I deeply appreciate the things you all done for me. I was taught self respect by my teachers, discipline by everyone, and the program itself, just made me an all around better person. (19 - BMJ)

Thank you for what you have done for me. (12 - BFJ)

I miss you people and all that was done for me, I just want to thank you for your help. (1 - BFB)

Thanks again for your help. (2 - AFJ)

I'm doing very well in school with the help of the program you had this summer. (4 - BFB)

I have learned so much I do things I never thought I could do. (7 - BMT)

It was a pleasure and an experience being at LSU. I learned a lot, thanks to the staff counselors and teachers. (8 - BFT)

Life after the LSYOU Program have turned my life completely around. I learned how to gain more responsibility; how to accept life as it is and not for what I want it to be. Thanks to y'all I've found out what life is really all about...I needed the LSYOU program to get started in life. Thanks for ya'll kindness and support. (8 - BFT)

Thank you for letting me be in a great program. I think LSYOU was the best thing that ever happened to me. (13 - BFJ)

Thank you for caring about me. (20 - WFT)

I was so glad that I went to LSYOU program. It was fun. It was fun at school and at work. The union was fun...All the teachers I had was fun and all of the elective teachers was fun...It was fun getting $20.00 a week. (22 - WFJ)

I would come back next year and work for free...It could be my way to repay all of you for what you gave me. (21 - WFJ)

I have learned a lot this summer and I have you to thank. (26 - BFB)

I thank you all for the most unforgettable summer...I will write often as long as I am a part of the LSYOU family. (33 - BFB)

My son has really improved in his attitude and behavior I just wanted to say thanks a lot for everything. (44 - WMB)

I feel that I should thank LSYOU because if it wasn't for that summer program I don't know what would have happened to me over the summer. So heres to you LSYOU, you're #1 in my book and always will be. (48 - BFT)

I want you all to know that I appreciate everything you have done for me. I never knew they had such sweet people in the world. (54 - BFJ)

I will never forget you and what you did for me...You all really helped me a lot. (55 - WMJ)

I am very proud to be a part of the wonderful glorious LSYOU family. I will never forget you and the purpose of this wonderful program. (56 - BFT)

I finally realize how much the program means to me and I would like to come back. (58 - BFJ)

My teachers made a big difference in my life also. You did too..the way you talked I felt the meaning to your words. (59 - BFT)

Your decision to let kids know that there is more in life than living. Education means success. (59 - BFT)

I thank you for the chance to show my talent (63 - BMB)

I miss my boss, Mrs. .... and Mr. ....they encouraged me to keep going with my future career. (63 - BMB)

My old boss taught me everything I know about engineering...(63 - BMB)

The money I earned helped my family a lot. (66 - WMJ)

III. Theme: Reflecting on Home Life

Home life is great. (19-BMJ)

Things at home have been all right. I haven't got into any trouble at home or at school. (19-BMB)

My life being at home is good. (7-BMT)

My home is great...they spoiled me...yeah, I love em. (11-BFJ)

Home life is dull but I am getting through it. (13-BFJ)

As for my home life, it is just great. (15-BMJ)

Home seems very different from LSYOU. (22-WFJ)

My home life is fine...I can handle it just a little better than I could before the program. (24-AFJ)

Home is still the same...boring as ever. (28-BFB)

Its ok at home...but dull. (29-BFB)

My home life is just great...my real family have noticed that I've changed and things seem different to me in a good and special way. (32-BFB)

Its really dead at home...nothing to do...I wish I was at LSU. (33-BFB)

Home life is fine as well as everything else. (34-BFB)

Coming home was a sad and happy time...sad to leaving my LSYOU family and happy to see my real family. (34-BFB)

Home life is much better for me now, because I have learned to be myself and handle problems. (41-BMB)

Home life is fine except for my father's griping. (43-BMB)

My home life is going great, thanks to y'all. (44-WMB)

When I was away from home I never had a problem because I was happy but I'm not happy at home...It's not the same as LSYOU but I can live with it because no matter what happens I will be as good as I was at LSYOU. (47-BMT)

It is wonderful what you did for my daughter; now we have a different relationship; now we can talk openly. I am a high school drop-out myself...we don't need anymore drop outs. (49-BFT)

Home life is ok but it could be better. (51-IFT)

Things at home have been all right. I haven't got into any trouble...and I think the LSYOU program helped me stay out of it. (57-BMB)

My mom doesn't want her youngest to grow-up...she won't let me take a chance...some days we don't speak I don't need that...I need a hug from her letting me know that she'll be there when I need her most. (59-BFT)

Home life is terrible...since I got back from the program my family thinks I'm a goody two shoes. (62-BMT)

IV. Theme: Missing the LSYOU Program and Wanting to Return

I'd love to come back next summer to learn more and help others...please allow me to return. (19-BMJ)

I think the LSYOU program helped me stay out of trouble and I want to come back next summer. (39-BMB)

I would love to come back and see all of you. I miss all of you very much. (12-BFJ)

Life after LSYOU is like having something you loved very much and enjoyed very much and and left it standing in one place and didn't come back to see it, but keeping what you have loved in your heart. (12-BFJ)

I miss all of you very much and especially my "daddy" [Headmaster] who said that he was going to adopt me. (1-BFB)

I haven't forgot all of you I really want to come back so bad...O I just want to come back. (-BFB)

I miss you so much. I know it has been a long time since I wrote. I have not forgot about you. (5-BFB)

Do you think we can come back...I close my letter but not my love. (5-BFB)

I miss you so much that I wish I would be with you...I never thought I would miss being up there so much but I do. (7-BMT)

I missed being at LSU...I miss all of my friends and teachers very much. Every night I sit down and think about how much love and fun I had being in the program. I'm dieing to come back to see my family again. If everyone could come back for a reunion I would be the happyest person on earth. (9-BMB)

Write soon and let me know if I can come back. (10-BFJ)

I would like to come back and work in the office. (11-BFJ)

Each day I think of LSU...work, school, electives, tutoring...I would love to come and see you. (13-BFJ)

I would love to come back. I miss you LSYOU. Everybody wants to come back. Miss you a lot, everybody does. (14-BFJ)

I miss you all. I would love to come back and be a junior counselor. (15-BMJ)

I deeply miss the program, especially the staff. You have a special place in my heart and I would like to see you all again. (16-BMJ)

I really miss everyone involved in the LSYOU program...I would like to come back again. (17-BMJ)

I would like to come back next year...Can I work 8 hours? Can we have a reunion? Will the teachers come? (18-BMJ)

I truly miss all the staff, teachers, and most of all students. I would truly enjoy going to see you sometime in the near future. (20-WFJ)

I haven't forgotten you all, never...I have missed you a lot, also the program...I will never lose contact with you. (23-WMJ)

I miss you...don't forget to write. (27-BFB)

I would love to come back to LSYOU...I had fun and I learned a lot. (28-BFB)

When I got home...all I did was think about...all the precious time we spend together. I miss LSYOU very much. (29-BFB)

I really miss being in the program, and all of the new people...my best wish is to come back. (26-BFB)

I really missed you...I hope I get another chance to visit my big friendly family. (31-BFB)

How much I miss you all...one day we could have a reunion, everybody! I pray to God that we could come back and have the same people to do this program again...(32-BFB)

I told my friends about LSYOU...and they told me they wish they was there to find out for there selfs. I think there should be another program. (31-BFB)

Hopefully we can have a reunion...I'd like to see my friends I met over the summer...I will always remember that I am a part of the LSYOU family. (34-BFB)

I want to come back...I wish you let my friends come back too. I miss them alot. (35-BFB)

I have been thinking about LSU alot. Some times I wish I was still there with all my family. (36-BFB)

I have been praying that everyone who attended LSYOU program last summer is doing very well. I hope we get the chance to meet again. (37-BFB)

I would like to come back for a visit not the whole summer...because I would like to give another kid a chance to see what life is like at LSYOU. (37-BFB)

Its a little boring since I left LSYOU and I wish that I was still there. (38-BFB)

I would like to see everybody again sometime I really missed everybody...I cried on the last day because they were true friends to me. (40-BMB)

I would love to come back. (41-BMB)

I enjoyed myself so much that I want to return next year...please let me know how. (42-BMB)

I would love to be a part of your wonderful program again this summer. (43-BMB)

I really miss yall more than you think I do...you can bet that I'll be there if ya'll have it next year. (44-BMB)

I would really like to go back to LSYOU because it was so much fun, experiencing, as well as learning...(45-WMT)

I wish I could come back next summer and be with someone I love and who care about me. (47-BMT)

I enjoyed being part of the LSYOU family...I would like to go back for a long long visit. (51-IFT)

I miss the program and staff...I wish some day I could come again. (52-BFB)

I want to come back again next summer. (57-BMT)

I would really like to come back even if it is more than 8 weeks. (58-BFJ)

I have been missing you all...I have been lonely...not waking up every morning together. (60-HMJ)

I really miss LSYOU and the staff. (61-HMJ)

I miss you all a lot. (62-BMT)

I'd like to come back and do it all over again. (63-BMB)

I wish we could come back and see my old friends...my brother and my friends want to go back. (67-WMJ)

V. Theme: Understanding How LSYOU Helped Them at School

School is going great. By me attending LSYOU, I'm ahead of all 9th grade students. (19-BMJ)

The LSYOU program helped me in algebra a lot, I got a high C. (39-BMB)

I am doing better in math and science. Mr. B. gave me some help over the summer...He is a very good teacher...my math teach asked me where I learned the good math I was doing and I said from my math teacher over the summer. (1-BFB)

I have learned a lot since being in the program. I learned so very many skills that have been a great help. (15-BMJ)

After my summer with the LSYOU program, I have discovered that life in school can be exactly what you want it to be...I guess the difference between this year and last year is knowing that when its time for fun I have fun and when its time for work I work. (21-WFJ)

The program has helped me a lot specially with my military future. (24-AFJ)

I have learned from LSYOU if you want to get out of high school do your work. (26-BFB)

My LSYOU teacher was right, I did get a head start in algebra. (24-AFJ)

I have changed very much now I get along with people at the school, thanks from LSYOU. (31-BFE)

My reading and math teacher has taught me a great deal. My mom says you all have spoiled me cause I talk about how good and how much the program has been a help to me. (32-BFB)

I've been doing very well in my school courses and feel that those tutoring classes really helped me in my reading ability at school. (34-BFB)

School has been better compared to other years. While going to school at LSYOU, I learned to care more about school because the staff taught me that education is important. (36-BFB)

I was very pleased with my subjects I was taking at LSYOU. Reading and math really paid off. (37-BFB)

The math class helped me because I am having the same thing now as I did then. Reading has helped me with my reading abilities. (38-BFB)

I learned how to work hard to get what you want and the biggest thing I learned was to love people and never to hate people. I learned how to budget my money. I learned never to give up. I learned a lot more things that will help me in life. But most of all I learned to work as a team. (40-BMB)

I learned a lot while I was there; I've earned enough credits to be moved from pre-algebra to algebra I. (42 - BMB)

My bosses taught me a lot of interesting things about fish life. (43 - BMB)

I am doing good in school thanks to the best teachers in the whole world. (47 - BMT)

I feel that I'm going to try harder this year than I did last year. (48 - BFT)

Things are better and school is fine. I'm making great grades...my life really did change. (50 - WFT)

I am doing fine in school...my grades are better and improve everyday... (52 - BFB)

I've used some of the things I learned at LSU at school and in my everyday life. (53 - BFB)

My teachers and tutors have showed me how to make learning fun...my grades are better. (54 - BFJ)

I am doing very well in school, as a matter of fact better than I thought I would, and what you did for me has a great deal to do with it. (56 - BFT)

The LSYOU program helped me in Algebra a lot..(57 - BMT)

I haven't got into any trouble at school and I think the LSYOU program helped me stay out of it. (57 - BMT)

VI. Theme: Distinguishing the Difference Between LSYOU School and Regular School

My school is very different from LSYOU. We work more, there are no breaks between class either. (19 - BMJ)

My school isn't much different from LSYOU accept we have more classes.(39 - BMJ)

My school is very different, I have one teacher...who calls us all stupid dummies and I felt very bad. (12 - BFJ)

Things are OK at school, but its not the same as going to LSU. (9 - BMJ)

My school is not better than the LSYOU school...because they carry guns and sell drugs at our school. (10 - BFJ)

My school is very different...I have more freedom, and no breaks during class. Classes are a little boring..but thats life because school is very important. (11 - BFJ)

No my school is not that different. Teachers are still a pain and I hate to get up early.

School is different because they teach different things than what we were taught. (28 - BFB)

The school I go to is not like LSYOU it is very different...we don't have as much fun as we did at LSYOU. (31 - BFB)

...My school is kind of similar to LSYOU because we have understandable teachers just like LSYOU. (32 - BFB)

School is OK but is not like LSU. I have more work to do now. (35 - BFB)

I wish all schools could be as close and great as we were. (36 - BFB)

LSYOU had more activities, fun, and work than regular school. I also enjoyed meeting new faces. (37 -BFB)

School is different from my old school. At the high school I go to, we have a lot of homework and we have 7 hours of class. (40 - BMB)

School is fine...but is much different from school at LSYOU. (41 - BMB)

My school is very different from LSYOU because we have 30 students in our class. and there is no assistant to help out. (45 - WMT)

I think school is very different from LSYOU because in school, I made bad grades but when I came to LSYOU it changed my whole life. (47 - BMT)

My school is a lot different than LSYOU schooling, because the people at LSYOU are nicer than my high school. (48 - BFT)

I rather go to LSYOU school, than the one I'm going to now. (50 - WFT)

School is fine. It certainly is different from LSYOU. I rather LSYOU. (51 - IFT)

LSYOU is different in the way that each day you had a plan. Your day was full and organized. I had an idea of where I was going and how my time was going to be spent. (55 - BFB)

I wish school was as fun and taught as easy in regular school as it was at LSYOU. My teachers even made it fun. (54 - BFJ)

I love LSYOU better than my school...its more active.. (56 - BFT)

My math class is terrible...the teacher teaches her way and when I tell her I don't know how to do it that way...she gets mad and tells me to go outside...she doesn't care how I was taught...(62 - BMT)

VII. Theme: Asking for Assistance

I need help in English. (12-BFJ)

I do need tutoring on french and especially English subjects. (2-AFJ)

Would you please send me a print out of how much models and actors make? (4-BFB)

School is allright but my grades aren't. (28-BFB)

Could you help me find a job after school...it would really help me and my family. (30-BFB)

If you could help me get a part-time job, I sure would appreciate it. (53-BFB)

The subjects I need tutoring in are math, English, and reading...but really math. (58-BFJ)

As far as report cards...I got an F in English. (59-BFT)

I was wondering if you could help me with some information about ROTC in high school and college. (60-HMJ)

I am looking for a job-can you give me a hand? (60-HMJ)

I might need tutoring for math...its pretty confusing. (61-HMJ)

Can you help me find a job...I have been looking all over. (61-HMJ)

How can I borrow money to go to college? (61-HMJ)

Will you send me some information on being an MP in the Navy? (61-HMJ)

I got an F in civics, science, and English. (66-WMJ)

I need to improve my grades...I didn't do too good the first nine weeks. (67-WMJ)

VIII.Theme: Living on a College Campus

It was really fun living on campus. I felt like I was a college student. (1-BFB)

I wish I was back on campus. (29-BFB)

I loved pillow fights with my friends...I wish I was back at LSU. (33-BFB)

I would like to give another kid a chance to visit LSU college. (37-BFB)

I would give anything to be back on that fantastic campus. I wish at this very moment to be on LSU campus. (56-BFT)

I miss getting up early and eating in the college cafeteria...and moving around at Peabody at night. (63-BMB)

IX. Theme: Emphasizing Personal Relationships

I think you're the best friends to me in the whole wide world. I wish you luck through your whole life and I hope you be successful in everything you do. (3-BFB)

I wish there was something I could do to show you how much I love you and care about you and think about you. (4-BFB)

I hope you are doing okay...it means a lot to me ...just meeting you has brought happiness into my life. (5-BFB)

Tell Mr. .... I miss and love him for being my adopted father while I was sick. (8-BFT)

You have a special place in my heart...I love you all. (15-BMJ)

I am very happy being part of the LSYOU family. (17-BMJ)

I hope to see all of you very soon. I love everyone very much...I love you very much. (29-BFB)

Kiss everybody for me...I love you very much. (30-BFB)

The program is truly marvelous, magnificant, outrageous, outstanding and very organized and I really mean all those positive things. (32-BFB)

I'm closing my friendly letter but not my love for LSYOU...and if you need my help you got it. (33-BFB)

I will always remember the people, friends, teachers and counselors in my prayers. May God bless each and everyone of you. (37-BFB)

The people that was at LSYOU is just like a family to me and I miss them very much. (38-BFB)

I know everybody at LSYOU love me...I consider all of you my family and I will never forget you as long as I live. (47-BMT)

People will go and sometimes run away but in my heart the love for LSYOU will forevermore stay. (48-BFT)

I love you all at LSYOU; you all are so warm, loving, and caring...(49-BFT)

Y'all are like family. (50-WFT)

I enjoyed myself very much and came to care deeply about the people I lived and worked with. (53-BFB)

I love you all truly abundantly...(56-BFT)

I have a key to one of the rooms at the dorm...I'm going to keep it as a little trinket. (62-BMT)

Tell everyone I love them and miss them. (64-WFT)

I really enjoyed myself there at LSYOU...it was very very special to me. (67-WMJ)

X. Theme: Appreciating Follow-Up Contact

I feel very special for you to be sending me letters. (4-BFB)

I'm happy that you all are trying to get out to our schools to visit with our counselor. (4-BFB)

I feel very special for you to be writing to me. (3-BFB)

Thank you for being so concerned about my school work and the way I feel about it. (6-BMB)

Thank you for the letters and the concern. (24-AFJ)

Today I got your letter and read it...so I rush to call everybody. (25-AFJ)

I was very glad to hear from all of you...thanks for caring because I care about all of you. I will be looking forward to you visiting my school. (30-BFB)

Thank you for your concern. (40-BMB)

I'm so glad y'all still care about us so much. (50-WFT)

I liked talking to you when you came down. I am looking forward to seeing you again. (55-WMJ)

I want you to know I am aware of your concern for my opinion and I really appreciate the accurate attention. (56-BFT)

Could we have a reunion of all the students from the whole LSYOU? (65-BFK)

Hows everything going about us coming on the weekend? (66-WMJ)

XI. Theme: Recognizing the Change in Their Self Image

I learned that I am somebody. I am worth something and that I feel good about myself. (21-WFJ)

I hope the next group of kids that go to LSYOU...learn that they are special and are worth something...that they have a chance to feel what I learned about myself. (21-WFJ)

I changed a lot...I've talked more. The confidence in me has gained pretty much...I'm not shy anymore. (24-AFJ)

Tell Mr. ....I am standing up straight and tall like he said facing everyone that I can. That why I am a cheerleader. (31-BFB)

Life after LSYOU is different because I have found a new person inside myself. (41-BMB)

Since I came back from LSU I think that I have been to myself but a lot of people think more positively about me now. (45-WMT)

I knew that I can do something in life. I never got an award in my whole life...not in school...but when they call my name to come and get award at LSYOU, I was the happiest person in the whole world. (47-BMT)

The first day when I got home, the next day was so different everyone was looking at me like I was the new girl on the block. A lot of people told me that I looked different, I acted different and I really changed a lot to myself. (48-BFT)

I haven't been the same since I've left LSU...I haven't gotten into any fights after using eye messages. (54-BFJ)

You all helped me a lot...some saw me and said you'll make it - I know you want too much...you know they are right. I'm hanging in there. (59-BFT)

I am loveable and capable. (59-BFT)

3. Student Credit

Students in the LSYOU program had the opportunity to earn 1/2 unit of high school elective credit in reading and 1/2 unit of high school elective credit in math. Unfortunately, a few students could not earn high school credit because they had failed the 8th grade. Arrangements were made with their Principals and the State of Louisiana Board of Elementary and Secondary Education to allow the LSYOU summer school to offer promotional credit in reading and math so that these students could enter 9th grade.

Table 16 depicts the number of students who enrolled for and received elective credit. Table 17 depicts the number of students who enrolled for and received promotional credit.

Table 16
Elective Credit

	Total # of Students Enrolled	# of Students Enrolled for Credit	# of Students Passed	Total % Passed
Math	103	80	76	95%
Reading	103	89	87	97.75%

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Table 17
Promotional Credit

	Total # of Students Enrolled	# of Students Enrolled for Promotion to 9th Grade	# of Students Passed	Total % Passed
Math	103	23	21	91.3%
Reading	103	14	13	92.9%

4. Program Completion/Attainment of Youth Competencies

The most important goal of the LSYOU program is to prevent LSYOU students from dropping out of school. While this evaluation has been only a short range analysis of this primary goal, results are encouraging. Table 18 depicts the number of program participants who completed the LSYOU program and are still in school.

Critical to the Job Training Partnership Act Service Delivery Areas who participated in the LSYOU program, is the attainment of JTPA Youth Competencies by program participants. Table 19 depicts the percentage of LSYOU students who attained the youth compentencies prescribed by the SDA's.

Table 18
Program Completion and Retention in School

# of Students Who Began Program	# of Students Who Dropped Out of Program	# of Students Replaced During First Two Weeks	# of Students Enrolled at Program Completion	# of Students Retained in School 3.5 Months After Program Completion
105	5	3	103	102

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Table 19
Attainment of Youth Competencies

Total # of Students Enrolled at Program Completion	Total # of Students Attaining SDA Prescribed JTPA Youth Competencies	Total % of Students Attaining SDA Prescribed JTPA Youth Competencies
103	102	99%

Program Recommendations

I. General Evaluations for the Academic Component of LSYOU

The consistent and significant fall back of the control group on all three academic tests during the summer, indicates the problems faced by "at-risk" students.

Because of this, the following recommendations are made:

1. Large scale attention should be paid to an LSYOU type of intervention program for at-risk students. This would negate the extreme losses experienced by these students during the summer.
2. Specific follow-up activities including academic tutoring and counseling should be conducted during the school year to enable at risk program students to increase and maintain gains.

II. Evaluation Recommendation for Reading

Develop a plan to pay more attention to reading comprehension skill development in the students; while maintaining the Quest Skills for Living material.

Proposed Curriculum Changes

Based on LSYOU staff recommendations, the following curriculum changes are suggested:

1. Incorporate an individualized diagnostic-prescriptive reading approach for gaining higher order reading comprehension skills.
2. Limit the Quest Skills for Living discussion to one hour of the two hour reading block and incorporate prescriptive activities for the other hour. These prescriptive materials may be developed from Quest or other prescriptive reading materials may be used.
3. Tutoring time can be spent on helping individual students with prescriptive activities.

4. Certain Quest Skills for Living activities not covered in reading, may be transferred to the counseling time block.

III. Evaluation Recommendation for Math

The instruction for math is appropriate to the students' skill development.

Proposed Curriculum Changes

Based on LSYOU staff recommendations, the following curriculum changes are suggested for even greater math gains.

Due to the wide range of math ability displayed by students, students should be grouped in mathematics according to pretest scores. This will enable the students to receive more individual attention.

IV. General Suggestion for the Academic Component of LSYOU

Based on LSYOU staff recommendations, it is recommended that a learning style test be given to the students prior to class placement. This will enable the students to be placed in instructional time frames appropriate to their learning style.

V. Evaluation Recommendations for Career Maturity

Program students gained significantly in four of five areas of the Career Maturity Inventory over the control group. These areas were decisiveness, involvement, orientation, and compromise. (see page 17) While there was a gain in independence, in the treatment group there was no significant difference between the treatment and control group. This suggests that the large number of LSYOU staff members interacting with students may have affected their independence in making career choices.

Should independence for this age at-risk student be deemed an important career maturity skill, than structured independent career decision making activities should be provided for students.

Proposed Recommendations for Career Maturity

1. LSYOU program students participated in structured career counseling classes in addition to receiving work experience. Due to the fact that program students gained significantly over the control group in four areas of career maturity skill development, it is recommended that at risk students receive structured career counseling in addition to work experience.
2. Qualitative data analysis of the students' work experience (see Page 18) suggests strongly that the careful selection of job sites by the LSYOU staff contributed to the program students significant gains over control students in four of the career maturity skill development areas.

VI. Additional Proposed Recommendation and Conclusions

Based on LSYOU staff Observations

A. The 7 day a week - 24 hour a day total immersion component of the LSYOU program, where at-risk students were removed from their regular environment is strongly believed to have contributed greatly to overall program achievements.

B. It was noted during the program that at-risk students had many personal, family, and social problems. It is highly recommended that those students receive more individual interpersonal counseling.

C. It is recommended that a substance abuse awareness and support program be included in the LSYOU Project.

D. It is recommended that a job site orientation be held for all employers where LSYOU students are placed.

E. It is recommended that program counselors make more frequent visits (every 2 weeks minimum) to the students' job sites to insure that the work component is better integrated into the total LSYOU program.

F. A significant component of the program that is believed to have contributed to the students overall success is the identification and solidarity the students felt with the group. This was indicated by many students referring to the program as the LSYOU family.

G. Another factor that contributed greatly to the success of the project was the criteria used for staff selection. Staff for the LSYOU program were hired based on their communication style, motivational ability, exceptional competence in their area, leadership style, positive attitude toward students, ability to cooperate as a team, and willingness to work with at-risk students.

H. It is believed that the university setting was extremely important to the LSYOU program because it raised the future life expectations of low socioeconomic, at-risk students.

I. The Quest Skills for Living Program is a critical component to the LSYOU project for raising the affective coping skills of students. These skills include among others, the clarifying of values, the building of self esteem, the influencing of tolerance towards others, and the building of self control.

J. For an LSYOU type program to be successful on a college campus, it is recommended that the university provide adequate support services.

K. The team meeting component of the LSYOU program is highly valuable in that each student in the program was evaluated weekly. To improve the results of team meetings, it is suggested that the following items be incorporated:

1. The provision of an organized structure for the meeting with a team leader, daily agenda, and adequate record keeping.
2. The inclusion of pertinent information from the students' work sites, dorm living, and recreational and administrative areas.

L. Because of the many components of the LSYOU program, including it's 24 hour a day - 7 day a week total immersion experience, and the nature of the needs of the at-risk student, it is highly recommended that an adequate number of trained personnel be employed to keep the adult-student ratio at optimal levels.

M. It is recommended that dining etiquette be incorporated into the food service component of the program.

N. Though it is important for the students to remain on the college campus for the duration of the project, it is realized that home-visitations may be necessary. It is recommended that each situation be reviewed individually to determine if going home is in the best interest of the child.

O. An important component of the project is the inservice of all staff members. This inservice should include at a minimum.

1) Curriculum Inservice for Teachers and Tutors (2 days)

2) Peer Counselor Inservice (2 days)

3) Computer Inservice for teachers (2 days)

4) Quest Skills for Living Training (mandatory for all staff - 3 days)

P. Recruitment of the students should be done well enough in advance to insure adequate screening, testing, and placement. Recruitment for a summer program should begin no later that April 1, 1986, and earlier if possible. Testing should be done no later that the second week of May, so that placement results can be ascertained and parents and students can be notified.

Q. An orientation of parents prior to the students' admission to the project is essential to insure parental cooperation and their understanding of the program.

R. Parental involvement for at-risk students is critical to a successful project. Parents visited the 1986 LSYOU Program for a mid-project workshop and closing ceremonies. It was very difficult to raise private donations to fund this component. It is urgently recommended that JTPA find some way to fund parental participation.

S. It is recommended to restructure the LSYOU schedule so that all 90 hours required for each 1/2 unit of Louisiana academic course credit can be taught in one time block. (In the 1986 LSYOU summer project, 80 hours of class time was taught during the morning and 10 hours in the evening. This was an unacceptable approach.)

T. Very few serious discipline problems occured during the LSYOU project primarily due to very close supervision, individual attention, and a highly structured program. Discipline problems that did occur were handled on an individual basis within program guidelines.

U. It is recommended that a computerized recordkeeping system be utilized to include demographic data, attendance, grades, schedules, home visitations, illnesses/accidents, job site location and any other pertinent data.

V. It should be realized that low socioeconomic students have a considerable amount of unattended medical problems that must be dealt with during the course of the project.

W. Weekend recreation should be planned well in advance and include a mixture of activities that are cultural, entertaining, and facilitate social interaction.

X. Prior to the onset of the LSYOU Summer Program, LSYOU staff and JTPA staff should meet to review the requirements of attaining JTPA Youth Competencies.

Anyone desiring further information

about the LSYOU program or evaluation about the LSYOU PROGRAM may contact the

Project Coordinator

c/o LSYOU

Louisiana State University

College of Education

Peabody Hall

Baton Rouge, LA 70809

(504)388-1751

The Louisiana State Department of Labor

or

The Job Training Partnership Act Offices of:

East Baton Rouge

Jefferson

and

Terrebonne Consortium